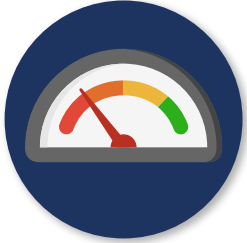
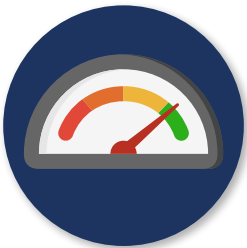


Student Types and the Standardized Testing Process



For students whose starting score is **below a 20 on the ACT or below a 1050 on the SAT**, it's important to **start early** and **set reasonable goals**. Consistency will be key for these students, and it's important that they have a tutor who is a **great teacher** and a **supportive coach**.



High-scoring students whose starting score is **above a 29 on the ACT or above a 1350 on the SAT** need a **high homework to lesson ratio**. While these students have the capacity to guide their own prep, it's important that they work with a **high-scoring tutor**. **Practice tests are vital**, as they allow these students to set targeted goals.



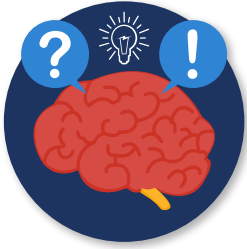
Students with a **high verbal score but low STEM score** should try to improve both scores and **close the gap between the two**. They can perfect their techniques on the verbal sections, but their tutoring should **focus on STEM**, and they should strive to **leverage reading skills on all sections**.



The **high STEM, low verbal** students need to **overcome the myth that only the Math and Science sections are objective**. By leveraging their “math brain” for English and Writing, they can close the gap between the two parts of the test.



Students who **receive testing accommodations in school** need to apply for these accommodations on the SAT or ACT **as early as possible**, as approved accommodations can **affect their choice of exam**. **Pacing strategies** are key for these students, and they should **use extra time on practice tests** if they are approved by SAT or ACT.



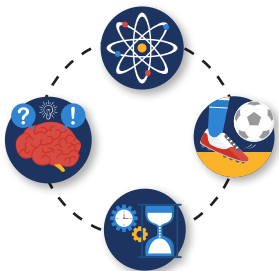
The **“Worrier” student** needs to start the process early to **avoid cramming**. They should **plan multiple attempts** at the official test and **set manageable, “midway” goals**. This student can benefit from a group class for the content of the exam but needs a **supportive coach** who can help manage anxiety and stress.



Student athletes should be realistic about outside commitments and **make use of school vacations and off-season** to focus their prep. They should **start the planning process early** and make use of their natural skills: **perseverance and repeated practice** are valuable both to sports and standardized testing.



The **English Learner** needs to take a diagnostic as early as possible and aim for a **longer, less intense tutoring process**. They should **set realistic goals** and consider prepping for TOEFL/IELTS first. **Group classes designed for ELL students** may be a viable option.



All students should **plan early** and recognize that **procrastination doesn't pay off**. **Practice tests are vital** to track progress, **customize a lesson plan**, and **make strategies second nature**.